

POLI 454/WGST 454 – WOMEN AND THE LAW
 TuTh, 10:05 AM to 11:20 AM
 Close-Hipp Building 750
 Three Credits
 Fall 2023

INSTRUCTOR INFORMATION AND ACCESSIBILITY

Instructor: Dr. Jessica A. Schoenherr, Assistant Professor, Department of Political Science

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Office Hours: Tuesdays, 1:30 PM to 3:30 PM, or by appointment

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Email is the best way to contact us. Please include "POLI 454" or "WGST 454" in the subject line to make sure the email does not get lost. Allow 24 hours for a response during the week (Monday-Thursday) and 48 hours during the weekend (Friday-Sunday).

ACADEMIC BULLETIN DESCRIPTION

Constitutional and statutory case law dealing with gender equality issues. Topics include abortion, affirmative action, pornography, sexual harassment, fetal protection policies, employment discrimination, and women in the military.

COURSE DESCRIPTION AND OBJECTIVES

Writing to her husband in March 1776, future First Lady Abigail Adams famously suggested he and the other members of the Continental Congress "remember the ladies and be more generous and favorable to them than your ancestors," warning them that "if particular care and attention is not paid to the ladies, we are determined to foment a rebellion, and will not hold ourselves bound by any laws in which we have no voice or representation." Adams's words proved prescient. Armed with Article V of the Constitution, the Fourteenth Amendment, and Title VII of the Civil Rights Act of 1964, women have fought for the ability to vote, serve on juries, control their reproductive freedoms, and work in their chosen professions without being harassed.

This class will discuss American women's fight for equal protection under the law, with a specific focus on how women have used the American federal court system to make gains. Our conversations will revolve around several big questions, including:

- When is it legally permissible to discriminate on the basis of sex?
- What protections do women have in the workplace? What protections should they have?
- What are reproductive rights? Why are they the first fundamental rights the Supreme Court has ever revoked?

By the end of this course, you should:

1. Develop an understanding of the historical evolution of women's legal rights and protections.
2. Understand the factors that influence Supreme Court decision making, both legal and political.
3. Develop the ability to read, understand, and interpret Supreme Court decisions.
4. Understand how to apply the cases covered in this class to different situations and arrive at well-reasoned answers that you can clearly articulate and defend.
5. Enhance your written and oral communication skills as well as your ability to work in groups.

PREREQUISITES

There are no prerequisites for this course.

COURSE MATERIALS

Please obtain a copy of the following books for this class (either digital or physical copy is fine):

- Ginsburg, Ruth Bader and Amanda L. Tyler. 2021. *Justice, Justice Thou Shalt Pursue: A Life's Work Fighting for a More Perfect Union*. Oakland: University of California Press. (ISBN: 978-0520381926)
- Thomas, Gillian. 2017. *Because of Sex: One Law, Ten Cases, and Fifty Years That Changed American Women's Lives at Work*. New York: Picador. (ISBN: 978-1250138088)

You will also need to purchase **ONE** of the following books (more details below):

- Spruill, Marjorie J. 2017. *Divided We Stand: The Battle Over Women's Rights and Family Values that Polarized American Politics*. New York: Bloomsbury. (ISBN: 978-1632863164)
- Ziegler, Mary. 2020. *Abortion and the Law in America: Roe v. Wade to the Present*. New York: Cambridge University Press. (ISBN: 978-1108735599)

All other course material will be placed on Blackboard. Please ensure you have access to Blackboard at the beginning of the semester; if you do not, please email me during the first week of class. I will also be posting screencasts of our course lectures to aid your studying.

COURSE ASSIGNMENTS AND ASSESSMENTS

Your grade will be determined using the following weights:

Area	Weight
Course Pre- and Post-Tests	10%
Participation	15%
Quizzes	35%
Poster Project	30%
• Part 1 Research	5%
• Part 2 Research	5%
• Part 3 Research	5%
• Final Poster	15%
Final Exam	10%
Total	100%

COURSE PRE- AND POST-TESTS (10%):

At the beginning of the semester, you will be asked to complete a multiple-choice test that will ask you about your knowledge of women's rights, the Supreme Court, and constitutional law, as well as your feelings about the Court and your comfort levels with different topics and types of coursework. You will take the same test again at the end of the semester. These tests will establish your baseline knowledge of the course material and how much you learned/retained over the course of the semester.

These tests will be graded for completion and effort only (i.e., you get full credit as long as you complete it). You will learn the right answers to many of the questions by the end of the course.

The Course Pre-Test will be available on Blackboard starting at 9 AM Columbia time on Thursday, August 24th and must be completed by 9 AM Columbia time on Tuesday, August 29th.

The Course Post-Test will be available on Blackboard starting at 9 AM Columbia time on Tuesday, December 5th and must be completed by 9 AM Columbia time on Thursday, December 7th.

You must complete BOTH the pre- and post-tests to get credit.

PARTICIPATION (15%):

Coming to class is important. This material is difficult to learn on your own and class time provides an opportunity to ask questions and engage with the material. It also gives me an opportunity to see how well you are picking up on the material and understanding it.

To encourage engagement in the active learning process, I require that you come to class. I will pass around a sign-in sheet during each class and you will sign next to your name to confirm you are in class. Students who come in late and miss the sign in sheet can sign at the end of class. It is your responsibility to sign in and if you fail to do so, you will receive a "0" for attendance for that day. If you leave early and I notice, you will also receive a "0" for attendance for that day. If you walk in the door at the end of class, sign the sheet, and did not actually attend class, you will also receive a "0" for attendance for that day. TL,DR: You have to actually be in class for the majority of it to receive your participation points.

I will drop your four lowest pre-Fall Break scores (through Tuesday, October 17th) and your four lowest post-Fall Break scores (from Tuesday October 24th through Thursday, December 7th). That means that you can completely miss four classes pre-Break and four classes post-Break before you get penalized for lack of participation. THIS DOES NOT MEAN YOU GET EIGHT CUMULATIVE ABSENCES! It means you get four in the first half and four in the second half of the class.

These four pre-Break and four post-Break absences include absences for feeling unwell but not sick enough to go to the doctor, missing class for pre-scheduled doctor's appointments, classes missed because of work/volunteering/interviews/activities, leaving campus early for fall break or another vacation, missing class because you got stuck behind the train or could not find parking (though I sympathize), as well as the days where you simply do not want to go to class. You do not need to email me when you use one of these absences. Absolutely do not email me asking to be "excused" for any of these reasons – life happens, and this is why you have so many absences. It is your responsibility to use these absences in an appropriate manner.

Exceptions to these parameters will be made only in extreme circumstances, including (1) performance of military duty; (2) legal obligation to appear at or participate in a judicial or administrative proceeding, including jury duty; (3) any medical condition related to pregnancy or childbirth; (4) a disability, as defined by the Americans with Disabilities Act and as documented by the student with the Student Disability Resource Center, which prevents the student from attending class; (5) observance of a religious practice, holiday, or holy day; (6) participation in an authorized University activity; (7) illness or injury that is too severe or contagious for the student to attend class; (8) death or severe illness of an immediate/dependent family member; (9) university closure for weather-related or other emergencies. In the event you miss class for one of these reasons, you must contact me in writing as soon as possible and provide documentation of your absence and I will excuse you from participation for that day.

University policy requires that you attend in-person classes if you enroll in in-person classes. I do not offer alternative assignments to replace your participation grade. If you do not come to class, you forfeit the points, period.

QUIZZES (35%):

Over the course of the class, you will be taking five online quizzes in Blackboard. Each quiz will have between 10 and 15 multiple choice questions and 2-3 short answer questions (approximately 6-8 sentence answers). These quizzes will not be cumulative. The first quiz will cover the material from the first four weeks of the class. Each subsequent quiz will cover the material examined since the last quiz, meaning each quiz will cover approximately two weeks' worth of material.

Quizzes will always Sundays at 9 AM Columbia time and will be due on Tuesdays at 9 AM Columbia time. This means you can take the quiz anywhere within that 48-hour period. You will have 35 minutes to complete each quiz. Once you start the quiz, you have to finish it (i.e., you cannot start, walk away for two hours, and then come back to finish it), so please make sure you give yourself 35 uninterrupted minutes to take it. Because this course is done online, all quizzes will be open book and open note. I do expect that you will do them on your own, without the assistance of others.

Because we will be taking these quizzes frequently, absolutely no late quiz submissions will be accepted. Exceptions will be made only in extreme circumstances, including (1) performance of military duty; (2) legal obligation to appear at or participate in a judicial or administrative proceeding, including jury duty; (3) any medical condition related to pregnancy or childbirth; (4) a disability, as defined by the Americans with Disabilities Act and as documented by the student with the Student Disability Resource Center, which prevents the student from attending class; (5) observance of a religious practice, holiday, or holy day; (6) participation in an authorized University activity; (7) illness or injury that is too severe or contagious for the student to attend class; (8) death or severe illness of an immediate/dependent family member; (9) university closure for weather-related or other emergencies.

If you miss a quiz for one of these reasons, you must contact me in writing before the quiz is due and provide documentation of your absence to make alternative arrangements. Failure to follow these guidelines will result in a grade of "0" being awarded for that quiz. I reserve the right to give an alternative essay quiz in place of the standard quiz if the situation necessitates an alternative quiz. Please note that answer keys for quizzes get released two hours after the quiz deadline, and once that answer key goes out, you cannot take the quiz in its existing form.

But, because life happens, I will drop your lowest quiz score (meaning your final quiz grade will be from your four best quizzes). That means you can miss one quiz without incurring a penalty.

POSTER PROJECT (30%)

Throughout the semester, you will be working on a research project, with the goal of producing a digital research poster like the kind you would present at a university research forum. The goal of this assignment is to help you hone your research skills, as you will deep dive into an area of women and the law with which you are not particularly familiar and present information about that area to me and your classmates.

For this project, you will research one of two different topics:

- The failure of the Equal Rights Amendment
- The Supreme Court's response to abortion from *Roe v. Wade* to the modern day

Each of these topics corresponds to one of the books listed at the top of the syllabus. These books will help you work through the project and complete each part. You can also use external sources to research the questions involved.

The last question on your course pre-test will ask you to pick your topic for the project. After that, you should buy the book that corresponds with that topic.

You will be drafting sections of your poster and turning them in throughout the semester. We will read the drafted sections and provide feedback that can be incorporated into the final poster. The turn-in schedule is as follows:

Due Date	Paper Section
9/26	Part 1 - Background and History
10/17	Part 2 - Two Sides of the Argument
11/7	Part 3 - Application to Course Material
11/28	Final Poster Due

Each project part should be submitted on Blackboard in the appropriate assignment folder and follow all required formatting as specified in the assignment sheet. Parts must be completed by 9 AM Columbia time on the due date; late submissions will be penalized as follows:

- Less than 1 hour late: -10% of grade
- 1 to 4 hours late: -20% of grade
- 4 to 12 hours late: -30% of grade
- More than 12 hours late: not accepted

I will provide more details about these assignments, including the grading rubric, in a separate document that will be posted on Blackboard in the first two weeks of the semester.

FINAL EXAM (10%):

To evaluate all that you learned throughout the semester, there will be a final exam for this class. This final will be cumulative and will consist of a combination of multiple-choice, true-or-false, and essay questions. The format will look similar to your quizzes, but with more questions and longer essays.

The final for this class is on **Tuesday, December 12th at 9 AM**. Like the quizzes, it will be conducted on Blackboard. I will provide more details as we get closer to the end of the semester.

All exams must be taken during the period in which they are scheduled. Exceptions will be made only in extreme circumstances, including (1) performance of military duty; (2) legal obligation to appear at or participate in a judicial or administrative proceeding, including jury duty; (3) any medical condition related to pregnancy or childbirth; (4) a disability, as defined by the Americans with Disabilities Act and as documented by the student with the Student Disability Resource Center, which prevents the student from attending class; (5) observance of a religious practice, holiday, or holy day; (6) participation in an authorized University activity; (7) illness or injury that is too severe or contagious for the student to attend class; (8) death or severe illness of an immediate/dependent family member; (9) university closure for weather-related or other emergencies.

You must provide documentation that allows me to verify your absence was valid. All claims must, when possible, be made at least two weeks prior to when the exam is scheduled. Failure to follow these guidelines will result in a "0" being awarded for the final. I reserve the right to have the makeup exam be of a different format than the exam that is given during class.

GRADING SCALE

I will use the following scale to assign course grades:

Percentage	Grade
90-100%	A
87-89%	B+
80-86%	B
77-79%	C+
70-76%	C
67-69%	D+
60-66%	D
59% or less	F

Percentages greater than or equal to 0.5 will be rounded up to the next highest whole percentage (Example: 86.5% will found up to an 87%).

Students opting to take the course as pass/fail (S/U): Students must maintain an A, B+, B, C+, or C (or a 70% or higher) to receive an "S" for the course. Students whose grade work out to a D+, D, or F (or a 69% or lower) will receive a "U" for the course.

GRADE APPEALS

If you receive a grade and see that it contains an arithmetic error (i.e., I mis-calculated your grade), please inform me of the problem. If you have a question or concern about your performance on any course work, please email me and I am glad to provide additional feedback as needed.

If you believe you were graded unfairly, you can appeal your grade. All concerns must be stated to me in writing (email only), beginning with a statement that concisely explains why you believe your grade should be altered. Please note that if you appeal your grade, I reserve the right to increase it or decrease it upon review.

All concerns, arithmetic or otherwise, must be raised within one week of that assignment/quiz's release to students. It is your responsibility to pay attention when I release grades and comments on Blackboard; the one-week clock starts when I release the grades, not when you look at them. If you do not raise your question within this one-week period, you forfeit your ability to appeal your grade. This policy applies to all graded material as well as your participation points. If you have an excused absence for one of the limited reasons listed above, it is your responsibility to provide documentation for it within a week; if I do not have that note within a week, the absence will not be excused.

SC REACH ACT REQUIRED READING

To satisfy the REACH Act Founding Documents requirement, all students enrolled in the course must read the following documents in their entirety:

- U.S. Constitution
- Declaration of Independence
- Emancipation Proclamation
- Federalist Papers: *Federalists* #77-81
- Documents foundational to the African American freedom struggle: Civil Rights Act of 1964

ACADEMIC INTEGRITY

ACADEMIC DISHONESTY:

Absolutely no form of academic dishonesty will be tolerated. Anyone found guilty of cheating, plagiarism, or any other violation of academic integrity will receive an automatic grade of 0.0 for the assignment. Additionally, all other penalties within the University will be pursued to the fullest extent. For more information about academic dishonesty, visit the [USC Office of Academic Integrity](#).

HONOR CODE:

Every student has a role in maintaining the academic reputation of the university. It is imperative that you refrain from engaging in plagiarism, cheating, falsifying your work and/or assisting other students in violating the Honor Code. Two important components of the Honor Code:

- Faculty members are required to report potential violations of the Honor Code to the Office of Student Conduct and Academic Integrity.
- When a student is uncertain as to whether conduct would violate the Honor Code, it is their responsibility to seek clarification from the appropriate faculty member.

Your enrollment in this class signifies your willingness to accept these responsibilities and uphold the Honor Code of the University of South Carolina. Please review the [Honor Code Policies](#) as well as the [Code of Conduct](#). It is your responsibility to understand these policies.

CAROLINIAN CREED:

The community of scholars at the University of South Carolina is dedicated to personal and academic excellence. Choosing to join the community obligates each member to the Carolinian Creed. Academic and civil discourse are the cornerstones of the educational system and crucial to individual growth.

As a Carolinian:

- I will practice personal and academic integrity;
- I will respect the rights and dignity of all persons;
- I will respect the rights and property of others;
- I will discourage bigotry, while striving to learn from differences in people, ideas and opinions;
- I will demonstrate concern for others, their feelings and their need for conditions which support their work and development.

CLASSROOM CONTENT AND RECORDING:

I will be recording our class sessions and placing them on Blackboard for you to review, if needed. You are welcome to record the lectures yourself for your own educational use, but odds are that my recordings will be better quality and take up less space on your computer.

Lectures and course materials (which are inclusive of my presentations, tests, exams, outlines, and lecture notes) may be protected by copyright. You are encouraged to take notes and utilize course materials for your own educational purpose. However, you are not to reproduce or distribute this content without my expressed written permission. This includes sharing course materials to online social study sites like Course Hero and other services. Students who publicly reproduce, distribute or modify course content maybe in violation of the university Honor Code's Complicity Policy, which prohibits "sharing academic work with another student (either in person or electronically) without the

permission of the instructor." To best understand the parameters around copyright and intellectual property, see [here](#).

COLLABORATION:

A student's grades must represent the extent that individual mastered the course content. You should assume that you are to complete course work individually (without the use of another person or uncited outside source) unless otherwise indicated by the instructor. It is your responsibility to seek clarification if you are unclear about what constitutes proper or improper collaboration.

A NOTE ABOUT SOURCES:

There are great resources out there about Supreme Court cases, including Oyez and even Wikipedia. Please use them to help you better understand the material. But these are RESOURCES. The information is not there for you to use as your own without attribution.

Do not, DO NOT, **DO NOT** copy information from these sources to answer quiz questions or write your briefing memos. EVERYTHING IN THIS CLASS NEEDS TO BE IN YOUR OWN WORDS. If you take information directly from a source without attribution and try to pass it off as your own work, that is plagiarism. Plagiarism is a violation of both the University Honor Code and the Carolinian Creed. You are ultimately responsible for your work and ensuring it is your own.

You can take direct quotes from the book when composing your briefing memos, but if you do, they need to be in quotation marks and include the page number from which they came. Failure to do this is plagiarism.

If you are EVER confused about what is and is not plagiarism, ASK FIRST. We will gladly answer any questions about wording if it helps avoid plagiarism.

Additionally, Indiana University has [an incredibly helpful plagiarism tutorial](#) that I encourage you all to look at if you are ever confused.

INCOMPLETE GRADES:

You may be assigned an 'I' (Incomplete) grade if you are unable to complete some portion of the assigned course work because of an unanticipated illness, accident, work-related responsibility, family hardship, or verified learning disability. An Incomplete grade is not intended to give you additional time to complete course assignments or extra credit unless there is indication that the specified circumstances prevented you from completing course assignments on time.

INSTRUCTIONAL AND TECHNOLOGY INFORMATION

TECHNOLOGY REQUIREMENTS:

We will be using Blackboard for class materials. All assignments will be turned in on Blackboard and I will post materials that are not in the books there as well. Students must have consistent and reliable access to a computer and to the Internet in order to complete this class. Make sure you have access to the course and please let me know within the first week if you do not.

If you have technology-related questions or need help with software, please contact the Division of Information Technology (DoIT) [here](#).

COURSE COMMUNICATION AND FEEDBACK:

I will be communicating with you regarding grades and assignments via email. If you need to get in touch with me, the best method is email. I will reply to emails within 24 hours during the week (Monday to Thursday) and 48 hours on the weekends (Friday to Sunday). I will do my best to provide feedback on graded material within a week, though that deadline will occasionally get missed.

If you are having trouble with this course or its material, you should contact me via email to discuss the issues. I will send announcements regarding the course via email using the Blackboard "email" function. It is your responsibility to ensure that your email account works properly in order to receive email.

To check your email address in Blackboard:

- Access <http://blackboard.sc.edu/>
- Click your name on the main Blackboard navigation panel on the left
- Review your email address. By default, Blackboard uses your university-issued email address

TECHNOLOGY REQUIREMENTS:

Lecture slides, links to articles, quizzes, and dropboxes for assignments are all located on the Blackboard site for this course. To participate in learning activities and complete assignments, you will need:

- Access to a working computer that has a current operating system with updates installed
- Reliable internet access and a USC email account
- A current internet browser that is compatible with Blackboard (Google Chrome is the recommended browser for Blackboard)
- Microsoft Word as your word processing program
- Reliable data storage for your work, such as a USB drive or Office365 OneDrive cloud storage

If your computer does not have Microsoft Word, Office365 ProPlus package is available to you free of charge and allows you to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office365 also includes unlimited cloud storage on OneDrive. To download Office 365 ProPlus, log into your University email through a web browser, choose "Settings" (top right corner), and select Software. If you have further questions or need help with the software, please contact the [Service Desk](#).

MINIMUM TECHNICAL SKILLS:

Minimal technical skills are needed in this course. All work in this course must be completed and submitted online. Therefore, students MUST have consistent and reliable access to a computer and the Internet. Before starting this course, students must feel comfortable doing the following minimal technical skills:

- Organizing and saving electronic files
- Using email and attaching files
- Checking email and Blackboard daily
- Downloading and uploading documents

TECHNICAL SUPPORT:

If you have technology-related questions or need help with software, please contact the Division of Information Technology (DoIT) here or at (803) 777-1800 or the [Carolina Tech Zone](#).

The Service Desk is open Monday – Friday from 8:00 AM – 6:00 PM (Eastern Time). If you are located in the Columbia, SC area, the Thomas Cooper Library at USC has computers for you to use in case you encounter computer issues/problems. If you are not located in the Columbia, SC area, most regional campuses and public libraries have computers for public use.

STUDENT SUPPORT RESOURCES

ACADEMIC SUPPORT:

In partnership with the University of South Carolina faculty, the Student Success Center (SSC) offers a number of programs to assist you in better understanding your course material and to aid you on your path to success. SSC programs are facilitated by professional staff, graduate students, and trained undergraduate peer leaders who have previously excelled in their courses. Resources available to students in this course may include:

- Peer Tutoring: You can make a one-on-one appointment with a Peer Tutor by going to <https://www.sc.edu/success>. Drop-in Tutoring and Online Tutoring may also be available for this course. Visit our website for a full schedule of times, locations, and courses.
- Supplemental Instruction (SI): SI Leaders are assigned to specific sections of courses and hold three weekly study sessions. Sessions focus on the most difficult content being covered in class. The SI Session schedule is posted through the SSC website each week and will also be communicated in class by the SI Leader.
- Peer Writing: Improve your college-level writing skills by bringing writing assignments from any of your classes to a Peer Writing Tutor. Similar to Tutoring, you can visit the website to make an appointment, and to view the full schedule of available drop-in hours and locations.
- Success Consultations: In Success Consultations, SSC staff assist students in developing study skills, setting goals, and connecting to a variety of campus resources. Throughout the semester, your instructor may communicate with the SSC via Success Connect, an online referral system, regarding your progress in the course. If contacted by the SSC, please schedule a Success Consultation. Success Connect referrals are not punitive and any information shared by your professor is confidential and subject to FERPA regulations.

SSC services are offered to all USC undergraduates at no additional cost. You are invited to call the Student Success Hotline at (803) 777-1000, visit <https://www.sc.edu/success>, or come to the SSC in the Thomas Cooper Library on the Mezzanine Level to check schedules and make appointments.

UNIVERSITY LIBRARY RESOURCES:

University Libraries has access to books, articles, subject specific resources, citation help, and more. If you are not sure where to start, please [Ask a Librarian](#). You can also [Book a Librarian](#) for a personal research consultation.

WRITING CENTER:

This course has many writing assignments. The University Writing Center is an important resource you should use. It's open to help any UofSC student needing assistance with a writing project at any stage of development. The main Writing Center is in Byrnes 703.

ADDITIONAL ACCOMMODATIONS:

Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, contact the Student Disability Resource Center: 777-6142, TDD 777-6744, email sasds@mailbox.sc.edu, or stop by Close-Hipp Suite 102. All accommodations must be approved through the Student Disability Resource Center.

Students with special needs should contact me immediately. Every effort to accommodate additional needs will be made.

MENTAL HEALTH AND COUNSELING SERVICES:

If stress is impacting you or getting in the way of your ability to do your schoolwork, maintain relationships, eat, sleep, or enjoy yourself, please reach out to any of our mental health resources. Counseling & Psychiatry offers individual and group counseling and psychiatric services. You can schedule an appointment at (803) 777-5223 or on MyHealthSpace. You can also call after-hours for crisis counseling. Wellness Coaching can help you improve in areas related to emotional and physical wellbeing, such as sleep, resiliency, balanced eating and more. Wellness Coaching appointments can be made by calling 803-777-6518. or on MyHealthSpace. Most of these services are offered at no cost as they are covered by the Student Health Services tuition fee. For all available mental health resources, check out [University Health Services Mental Health](#).

EXTENDED ABSENCES:

If you miss several classes in a row for illness or for familial or personal reasons, you should document your absence with the [Student Ombuds](#) as well.

COURSE OUTLINE AND DUE DATES

Please complete the assigned readings/viewings/listenings by Tuesday every week. Readings marked with an asterisk (*) will be available on Blackboard.

Any day marked with "NC" means we do not have class that day.

Note: I reserve the right to modify this syllabus at any point in the course to suit the needs of the class. All changes will be noted on Blackboard and sent to students via email in advance of class.

Week	Class Dates	Subject	Assignment
1	8/24	Syllabus Day	<ul style="list-style-type: none"> Watch C-SPAN's Supreme Court Documentary, https://bit.ly/3Cp5FHx
2	8/29 8/31	Basics: The Legal System	<ul style="list-style-type: none"> (*) Epstein and Walker, Chapter 1
3	9/5 9/7	Basics: Judicial Review, Justiciability, and Incorporation	<ul style="list-style-type: none"> (*) Epstein and Walker, Chapter 2 <ul style="list-style-type: none"> <i>Marbury v. Madison</i> (1803) <i>Ex parte McCordle</i> (1869) (*) <i>Palko v. Connecticut</i> (1937)
4	9/12 9/14	Basics: Coverture, Voting, and Juries	<ul style="list-style-type: none"> Allgor, https://bit.ly/3mEfhro Corder and Wolbrecht (2020), https://bit.ly/3lnjZdb (*) <i>J.E.B. v. Alabama Ex Rel. T.B.</i> (1994)
QUIZ 1 DUE AT 9 AM ON TUESDAY, SEPTEMBER 19TH			
5	9/19 9/21	Equal Protection: The Fight Begins	<ul style="list-style-type: none"> Ginsburg and Tyler, p. 49-81 <ul style="list-style-type: none"> <i>Moritz v. Commissioner of Internal Revenue</i> (1972) <i>Frontiero v. Richardson</i> (1973) <i>Weinberger v. Wiesenfeld</i> (1975) <i>More Perfect</i>, "Sex Appeal," https://bit.ly/3rPLFst
POSTER PROJECT PART 1 DUE AT 9 AM ON TUESDAY, SEPTEMBER 26TH			
6	9/26 9/28 - NC	Importance of Inclusion: Women in Law	<ul style="list-style-type: none"> <i>More Perfect</i>, "Justice, Interrupted," https://bit.ly/3ihU84s Listen: <i>The Science of Politics</i>, "Descriptive Representation in Supreme Court Nominations," https://bit.ly/3FzAPzE
7	10/3 10/5	Equal Protection: The Fight Continues	<ul style="list-style-type: none"> Ginsburg and Tyler, p. 103-164, 203-240 <ul style="list-style-type: none"> <i>United States v. Virginia</i> (1996) <i>Ledbetter v. Goodyear Tire & Rubber Co.</i> (2007) <i>Burwell v. Hobby Lobby Stores</i> (2014) <i>You're Wrong About</i>, "Shannon Faulkner & Sex Discrimination at The Citadel," https://bit.ly/3Agwv2H
QUIZ 2 DUE AT 9 AM ON TUESDAY, OCTOBER 10TH			
8	10/10 10/12	Reproductive Rights: Ascendant	<ul style="list-style-type: none"> (*) <i>Griswold v. Connecticut</i> (1965) (*) <i>Roe v. Wade</i> (1973) (*) <i>Planned Parenthood of Southeastern Pennsylvania v. Casey</i> (1992)

POSTER PROJECT PART 2 DUE AT 9 AM ON TUESDAY, OCTOBER 17TH			
9	10/17 10/19 - NC	Reproductive Rights: Embattled	--
10	10/24 10/26	Reproductive Rights: Retreat	<ul style="list-style-type: none"> • (*) <i>Gonzales v. Carhart</i> (2007) • (*) <i>Whole Women's Health v. Hellerstedt</i> (2016) • (*) <i>Dobbs v. Jackson Women's Health</i> (2020)
QUIZ 3 DUE AT 9 AM ON TUESDAY, OCTOBER 31ST			
11	10/31 11/2	Title VII: Beginnings	<ul style="list-style-type: none"> • Thomas p. 1-80 <ul style="list-style-type: none"> ○ <i>Phillips v. Martin Marietta</i> (1971) ○ <i>Dothard v. Rawlinson</i> (1977) ○ <i>City of Los Angeles Department of Water and Power v. Manhart</i> (1978)
POSTER PROJECT PART 3 DUE AT 9 AM ON TUESDAY, NOVEMBER 7TH			
12	11/7 11/9	Title VII: Workplace Harassment and Retaliation	<ul style="list-style-type: none"> • Thomas p. 81-105, 169-205 <ul style="list-style-type: none"> ○ <i>Meritor Savings Bank, FSB v. Vinson</i> (1986) ○ <i>Harris v. Forklift Systems, Inc.</i> (1993) ○ <i>Burlington Northern & Santa Fe Railway Co. v. White</i> (2006)
13	11/14 11/16	Title VII: Sex Stereotypes	<ul style="list-style-type: none"> • Thomas, p. 127-147 <ul style="list-style-type: none"> ○ <i>Price Waterhouse v. Hopkins</i> (1989) • (*) <i>Bostock v. Clayton County</i> (2020)
QUIZ 4 DUE AT 9 AM ON TUESDAY, NOVEMBER 21ST			
14	11/21 11/23 - NC	Importance of Inclusion: Women in Sports	<ul style="list-style-type: none"> • Baccellieri (2018), https://bit.ly/37ic9t8
FINAL POSTER PROJECT DUE AT 9 AM ON TUESDAY, NOVEMBER 28TH			
15	11/28 11/30	Title VII: Pregnancy and Disability	<ul style="list-style-type: none"> • Thomas, p. 106-126, 148-168, 206-228 <ul style="list-style-type: none"> ○ <i>California Federal Savings & Loan Association v. Guerra</i> (1987) ○ <i>International Union, United Auto Workers of America v. Johnson Controls, Inc.</i> (1991) ○ <i>Young v. United Parcel Service, Inc.</i> (2015)
QUIZ 5 DUE AT 9 AM ON TUESDAY, DECEMBER 5TH			
16	12/5 12/7	Importance of Inclusion: Women in Elected Positions	<ul style="list-style-type: none"> • (*) Lazarus and Steigerwalt (2018), Chapter 1 • <i>Broads You Should Know</i>, "Shirley Chisholm," https://bit.ly/3HhvWJg
FINAL EXAM TUESDAY, DECEMBER 12TH AT 9 AM			